

Raymond School District 2019-2023 Strategic Plan

Approved by the Raymond School Board: July 11, 2018
Update Approved: August 5, 2020

OUR VISION

**Uniting our school district
and community
to prepare students for future success;
*ready for anything!***

The story behind our New Vision and Strategic Plan

In May 2018, members of the SAU 33 Administrative Leadership Team met to review the status of the District's existing Strategic Plan. The team assessed the current Strategic Plan with an emphasis on identifying the skills, knowledge, and habits our students need to be ready to succeed in a rapidly changing, globally competitive, and increasingly complex world.

The administrative team agreed that a focus on redesigning curriculum, instruction and assessment, along with building and developing a stronger

workforce, would best help prepare our students to meaningfully compete and contribute in the 21st century.

In June 2018, the District formed a Strategic Planning Steering Committee to draft a five year Vision and a renewed Strategic Plan for the School District. This Committee, which was facilitated by Mark Dolan of the New Hampshire School Board Association, was made up of members of the school and the community bringing energy, passion and multiple perspectives on a variety of issues. The District thanks the following individuals for serving on this important committee:

Janice Arsenault
Pat Arsenault
Bob Bickford
Fiona Coomey
Mary DeFlumeri
Andrea Elliott
Tina McCoy
Mike Whaland
Jonathan Wood
Kevin Woods
Steve Woodward
Art Wolinsky
Laura Yacek

Stakeholders representing the greater Raymond community were invited to attend a *Community Conversation on Education*, hosted by members of the Steering Committee. This event was held in June of 2018 at the Iber Holmes Gove Middle School, where Members of the Steering Committee were on hand to solicit and record community input on important educational issues that should be considered as the Strategic Plan was renewed.

The committee then used the information gathered from stakeholders to craft a new Vision Statement for the Raymond School District.

Subsequently, it identified corresponding Focus Areas and developed Goals and Strategies that would move the District toward the vision. As stated on the first page of this document, the new vision statement is:

**Uniting our school district and community
to prepare students for future success; *ready for anything!***

This newly developed vision statement is a key component of the Strategic Plan since it will serve to guide actions and improvements in the next several years. The Vision articulates a future-based picture of where we would like our school system to be in five years' time. It reflects the aspirational themes that emerged as members of the steering committee spoke to stakeholders in the community and within the District. Prior to this renewal, the Strategic Plan for the District did not include a vision statement.

In 2018, the existing mission statement of the District was reviewed by the committee, which determined that it was still relevant and appropriate.

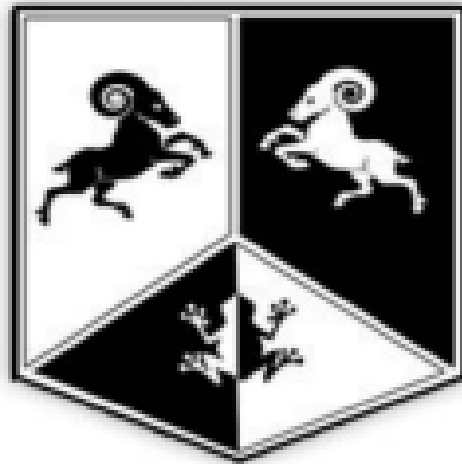
In 2020, the mission statement was reviewed in light of changing circumstances in the community, the nation and the world. **Adjustments were recommended, to include important skills and dispositions that are not directly related to student achievement but that are necessary for students to meet with success in life and contribute to society.**

Our Mission Statement

The mission of the Raymond School District is to ensure high levels of learning and critical thinking for all and to

promote the skills, dispositions, and habits that allow students to become resilient, engaged citizens who value others and contribute positively to society.

Through innovation and collaboration with our community, we will encourage and challenge each student with a rigorous and relevant program.



2019-2023 Strategic Plan Goals and Strategies

The following goals and strategies, designed to move our school system toward achieving the District vision, will be revisited and updated annually.

Focus Area: Curriculum, Instruction and Assessment

Goal Statement 1:

By 2023, at least 80% of all students in grades K-12 will demonstrate mastery of grade level standards in the subjects of reading, writing and mathematics.

Strategies:

Curriculum

Year 1 (2018-19):

- Establish a working steering committee for curriculum work in the District, to include a cross-section of stakeholders.
- Basic curriculum documents including scope and sequence, along with major units of instruction, will be developed and vetted for all courses/subjects and grade levels K-12.

Year 2 (2019-20):

- Continue the work of a District level curriculum steering committee to provide input in relation to necessary professional learning activities, potential new programs, and the further refinement of curriculum documents.
- Expand on basic curriculum documents to a higher level of detail to include components such as (but not limited to) essential/overarching questions, cross curricular connections and common assessments.
- Develop a formal process for measuring the alignment between the written and taught curriculum.

Year 3 (2020-21):

- Establish and begin implementation of a formal curriculum review/improvement cycle to include a Board approval process.
- Adjust curriculum documents as needed based on student achievement data.
- Develop and implement a formal process for measuring the alignment between the written and taught curriculum.

Year 4 (2021-22):

- Implement a formal process for measuring the alignment between the written and taught curriculum.
- Continue the work of a District level curriculum steering committee in each content area.
- Evaluate and adjust, if warranted, the penmanship and typing aspects of the K-12 curriculum to ensure they are relevant, age appropriate and sufficient to prepare students for a range of tasks.

Year 5 (2022-23):

- Revisions and modifications of curriculum breadth/depth are suggested based on results of actual student learning.
- Develop/Implement a process and products for a continuous improvement cycle for curriculum areas: Need Assessment, Planning, Implementing, Evaluating). This includes financial implications, resources, content, etc.

Instruction**Year 1 (2018-19):**

- Provide targeted professional learning pertaining to student engagement, rigor, differentiated instruction and other instructional strategies as defined in the Raymond Educator Effectiveness Plan.
- At all schools, establish or strengthen multi-tiered systems of support that realistically outline how the schools identify and instruct students who are struggling with grade level standards in the areas of reading, writing and mathematics.

Year 2 (2019-20):

- Implement the designated scope and sequence of instruction in all courses and subjects as outlined in curriculum documents.
- Integrate strategies to differentiate, engage and challenge students at all levels as part of general classroom instruction.
- Implement established procedures to provide effective remedial instruction to students who are struggling in accord with criteria established for reading, writing and mathematics.

Year 3 (2020-21):

- Teachers in all schools will fully instruct in accord with the established and refined curriculum documents.
- Common expectations for the effective use of technology in relation to remote instruction will be established and required.
- Established, and written, procedures to provide multi-tiered systems of support will be implemented, assessed and improved at all three schools.
- Teachers will be provided with professional development so that they can effectively integrate into learning activities age-appropriate strategies that foster student agency by providing

opportunities to set goals and reflect upon the results to guide their own learning process.

- Ensure that cursive writing is consistently taught in the third grade, and reinforced in grade four.

Year 4 (2021-22):

- Continue to provide professional learning and consistent expectations for instructional staff to use technology to strengthen instruction and enhance student learning.
- Solidify “instructional look-fors”, to provide the basic elements of expectations for quality instruction. (Greeting students at the door, instructional outcomes visible, formative assessment). Add components of an *introduction* (review previous daily learning) and lesson *closure*.

Year 5 (2022-23):

- All schools will be utilizing a MTSS (Multi-Tiered System of Support) philosophy to include behavioral and academic interventions and expectations.
- Basic five ‘instructional look fors’ will be routinely evident in classrooms at all levels.

Assessment

Year 1 (2018-19):

- Implement competency based grading.
- Begin to develop and use consistent rubrics in all subject areas and for designated work study practices on competency based report cards.

Year 2 (2019-20):

- Continue to refine and implement rubrics aligned with competency based grading.
- Develop and use assessments that will be commonly used by grade level or (multi-section) course teachers (common summative assessments).
- Continue training on common assessments that require real-world connections and the integration of a wide range of academic skills to solve relevant subject area problems (quality performance assessments).

Year 3 (2020-21):

- For all courses and subjects at every grade level, implement at least one common summative assessment and one quality performance assessment per term.
- Compare cross-class performance as part of embedded professional learning activities for teachers.
- Examine District data and stakeholder input to recommend potential improvements to curriculum documents and grading processes and to ensure alignment with school/District core values and beliefs about learning.
- Evaluate effectiveness and quality of benchmark assessment system and budget for new assessment suite if appropriate.
- Develop schoolwide writing rubrics.
- Develop rubric validation and calibration protocols.

Year 4 (2021-22 School Year):

- Validation and calibration protocols and utilized in each building to assess student work in Professional Learning Community (PLC) Teams.
- Continue to develop and increase capacity with common summative assessments and Quality Performance Assessments (2 per term per grade level K-8; high school will have midterms and finals as QPAs).

Year 5 (2022-23 School Year):

- Competency recovery assessments are fully aligned to standards and utilized to address student proficiency, during the school year.
- A teaching culture of backwards design planning is underway.

Focus Area: Curriculum, Instruction and Assessment

Goal Statement 2:

By 2022 the District will develop and consistently implement a K-12 STEM (Science, Technology, Engineering and Math) program that emphasizes computer science.

Strategies:

Year 1 (2018-19):

- Collaboratively research, select and plan for a Pilot of an appropriate K-12 STEM program.
- Ascertain budget implications for a K-12 STEM program, and prepare detailed recommendations for use during budget consideration/cycle for fiscal year 2021.

Year 2 (2019-20):

- Implement a Pilot of the selected program with periodic monitoring, assessment and reflection of implementation effectiveness.
- Propose and justify identified budgetary needs during the budget process.
- Plan and carry out professional development activities for teachers in preparation for K-12 implementation.

Year 3 (2020-21):

- Implement the STEM program K-8.
- Provide ongoing professional development to support the successful implementation of the new program.
- Collaboratively assess and reflect on the program once per term, and make adjustments as warranted.
- Create a formal process for evaluating the effectiveness of the program going forward.
- Explore the use of technology for the purpose of hands-on STEM demonstrations or engagement in a remote education environment.

Year 4 (2021-22 School Year):

- Continue vertical progression of Project Lead the Way (PLTW) at RHS (courses: Computer Science Essentials, Computer Science Principles)
- Train the trainer professional development for Launch program K-5.
- Expand the use of technology for the purpose of hands-on STEM demonstrations or engagement in a remote education environment.

Year 5 (2022-23 School Year):

- Continue vertical progression of PLTW at RHS by implementing Computer Science A, Cyber Security
- Provide that every teacher in grades K-5 engages in the PLTW train the trainer professional learning program.

Focus Area: Curriculum, Instruction and Assessment

Goal Statement 3:

By 2021 the library/media program for students in all three of our K-12 schools will be restructured to reflect a consistent philosophy and approach that promotes library-media services as an integral resource for classroom instruction, and supports the teaching and learning process by emphasizing research skills and

curriculum-based critical thinking.

Strategies:

Year 1 (2018-19):

- Review survey results and recommendations from the library/media work group to determine specific next steps and align work across buildings to create a comprehensive district initiative.

Year 2 (2019-20):

- Optimize each school's unified arts schedules to provide integration of library media specialists as a push in service and resource rather than a stand-alone unified arts course.
- Collaboratively outline and implement consistent K-12 processes, procedures and strategies to maximize the value of library-media services as a resource for students and educators.

Year 3 (2020-21):

- Build cross curricular connections through Library/Media to integrate and enhance research skills and embed scholarly writing into the general curriculum.
- Provide teachers with training on how to more fully and efficiently access databases and other library resources.
- At every level, create age/grade level appropriate units of instruction to teach students about research and inquiry using library-media resources.

Year 4 (2021-22 School Year):

- Create expectations for frequency, structure and types of collaboration between library media and classroom teachers.
- Begin implementation of vertically aligned units of instruction pertaining to research and inquiry.
- Continue teacher professional learning regarding the resources and tools available through the school library-media program.

Year 5 (2022-23 School Year):

- Create cross content units between library media and classroom teachers.
- Advance the rigor of research/inquiry skills instruction to include more advanced critical thinking, critique of sources, underlying biases and related skills.

Focus Area: Strengthen and Support the Workforce

Goal Statement 1:

The Raymond School District will develop a comprehensive induction program for all staff new to the School District

Strategies:

Year 1 (2018-19):

- Establish a diverse Workforce Committee to gather feedback from current staff and to collaborate to improve the induction program for all new employees.
- Gather and review feedback from current staff.
- The Workforce Committee will develop a draft/pilot induction program which may include, but will not be limited to, training, learning resources, formal mentoring or peer coaching.

Year 2 (2019-20):

- Resources necessary to fully implement all newly developed employee induction programs will be proposed as part of the fiscal year 2021 budget process.
- The induction programs will be tested/piloted to the greatest extent possible without specifically designated funding.

Year 3 (2020-21):

- Define and improve the human resources and leadership processes and procedures that support the induction programs.
- Implement newly developed or improved induction programs during the 2020/21 school year.
- Gather feedback from those who participate in the induction programs; adjust the plans according to relevant feedback.
- Review the effectiveness of the current teacher mentoring program and recommend adjustments if warranted.
- Determine the feasibility of holding a new para-educator orientation day just prior to the start of each school year.

Year 4 (2021-22 School Year):

- Continue implementation of adjusted induction programs (materials and processes).
- Devise a user-friendly system to continually track employee attrition for comparison purposes.
- Implement the revised/improved mentoring program for professional staff members (REA Members).
- Continue to refine and improve induction programs and new teacher (and new para-educator if previously determined feasible) orientation days.

Year 5 (2022-23 School Year):

- Examine attrition data by employee groups, and determine what adjustments may be made to continually improve over time to promote employee stability in the District.
- Survey employees regarding how they can be better supported and served to increase job satisfaction in the District.

Goal Statement 2:

The Raymond School District will provide opportunities for teachers throughout the District to be supported to continuously increase their skills and knowledge.

Strategies:

Year 1 (2018-19):

- A committee will be established to investigate peer coaching models and select an approach through research, book studies and communication with staff and students.

Year 2 (2019-20):

- The committee will solicit and select volunteers from across the district, engage in training, and serve as peer coaches to other employees in accord with the recommended approach/model.

Year 3 (2020-21):

- The committee will evaluate the effectiveness of the program to date, and gather feedback from participants. Warranted adjustments to the program will be made.
- The adjusted and refined Teachers Supporting Teachers program will be finalized in writing and implemented across the District.
- The Educator Effectiveness Plan Committee will meet to review the peer coaching program and consider whether or not it should be incorporated into the Educator Effectiveness Plan and, if so, in what way.

Year 4 (2021-22 School Year):

- Continue to encourage staff to collaborate with each other, providing a lot of output regarding what teachers are doing in their classrooms that they are proud of, to get more teachers working together - using Teachers Supporting Teachers time.

- Also take advantage of Google Classroom - linking classrooms together to help promote the program.
- Add a calendar where staff can add interesting things they are doing in their classrooms.

Year 5 (2022-23 School Year):

- Promote Teachers Supporting Teachers vertically - encouraging staff to reach out to teachers in the other schools for support and ideas to help all students grow in the final goal of what a Raymond graduate should look like.
- Begin to Incorporate teacher tips for para-educators into the program and build awareness of the resource for para-educators.

Focus Area: Community, Family, Business Engagement and Student Involvement

Goal Statement 1:

The Raymond School District will develop a written and actionable plan to increase targeted parent and family engagement in our schools.

Strategies:

Year 1 (2018-19):

- Identify specific events and/or subject areas or courses that community members or family members with special skills or expertise may be able to assist the schools with.
- Conduct strategic outreach to community organizations (i.e. churches, senior center, community organizations and businesses, etc.), to solicit help with specific events or content.
- Create and maintain a database of parental/community organizations/business resources by activity type, content and availability. Develop and distribute information regarding the steps/processes necessary for District employees to appropriately access the targeted volunteers.

Year 2 (2019-20):

- Designate one employee at each school to serve as a volunteer coordinator or point person.
- Implement the Program and devise a consistent way to gather constructive feedback from participants (volunteers, employees, and students as appropriate).
- Assess the effectiveness of the program and incorporate improvements as needed.

Year 3 (2020-21):

- Gather baseline data/information about parent participation in parent-teacher conferences.
- Endeavor to renegotiate the terms and structure of parent-teacher conferences in the District.
- Lay the groundwork for student-led conferences at grades K-12 by providing training to teachers.

- Devise a school calendar that aligns with any changes in the Collective Bargaining Agreement (CBA) to allow for the practical implementation of student led conferences.

Year 4 (2021-22 School Year):

- If allowed in accord with the Collective Bargaining Agreement between the District and the Raymond Education Association, train students in student led conferences.
- Continue training staff in the philosophy and practice of student led conferences.
- Begin initial implementation of student led conferences.

Year 5 (2022-23 School Year):

- Include training and information about student led conferences in induction programs for teachers.
- Full implementation of student led conferences at grades K-12.
- Gather data regarding parent participation in conferences for comparative purposes.

Goal Statement 2:

The Raymond School District will develop a plan to increase availability of shadowing/internship/work study with professional organizations, businesses, and entrepreneurs.

Strategies:

Year 1 (2018-19):

- Identify the areas of interest or need (i.e. health care, finances, trade, STEM, etc.) by surveying students.
- Identify corresponding organizations or resources (i.e. health care facilities, bank, financial services, trade unions, technology and engineering firms, etc.) as potential partners to allow or sponsor learning opportunities for students.
- Create a database of organizations/resources.
- Conduct outreach to professional organizations to determine interest or willingness to collaborate with the District by allowing job shadowing, internships or work study opportunities.

Year 2 (2019-20):

- Identify and propose the financial resources necessary to significantly expand community based extended learning opportunities (job shadowing, internships and/or work study programs) in the District as part of the budget development process.
- Outline, refine and write practices and procedures for the placement of students and responsibilities of participating organizations.
- Determine the criteria for assessing credit for activities, and promote the potential increased opportunities at the designated locations with eligible students.

- Work with students to arrange the extended learning (job related) opportunity placements for as many students as feasible.

Year 3 (2020-21):

- Increase the percentage of high school students who engage in one or more internships or work-study experiences during their middle or high school career.
- Identify and redefine Extended Learning Opportunity (ELO) terminology at the district level.
- Implement grant funding towards development of the Workforce to Learn Program.
- Build relationships with new business partners to increase student options and participation.
- Begin to target internships in high-need (high opportunity) fields that are not addressed through the Seacoast School of Technology.

Year 4 (2021-22 School Year):

- Identify district funds to support the sustainability of all ELO programming.
- Assess grant program and address changes necessary for part two of the grant.
- Examine logistics to require ELOs for the high school student body. And partner with the after-school program to implement a pilot program for middle school ELO and/or career exploration.
- Expand internships in high-need (high opportunity) fields that are not addressed through the Seacoast School of Technology.

Year 5 (2022-23 School Year):

- Collaborate and assist Middle School employees in the development of an introductory lower level ELO program.
- Develop an ELO mentorship program with high school and middle school student partnerships.

Focus Area: Communication

Goal Statement 1:

The Raymond School District will expand communication to the larger community beyond students and parents or guardians through targeted messages.

Strategies:

Year 1 (2018-19):

- Identify all segments of the community to reach and the communication methods/tools that are available.
- Match the most appropriate methods to the identified segments of the community.
- Match the specific types of messages to the identified segments of the community and communication methods.

Year 2 (2019-20):

- Improve the consistency, the stakeholder appeal, and the organization of the District and school websites, electronic calendars and weekly parent communications.
- Assess the effectiveness of the revised communication strategies identified and implemented.
- Make necessary adjustments to further enhance communication to the population beyond parents and students.

Year 3 (2020-21):

- Gather information about the effectiveness of the communication strategies in place; evaluate the data gathered and make adjustments as appropriate.
- Continue to support the implementation of consistent procedures and in relation to school event calendars, school newsletters and social media posts.
- Create and disseminate informational folders or flyers about the District, to be shared with local realtors' offices.

- Invite local realtors to meet to learn more about Raymond schools and give feedback regarding the impact of informational folders or flyers on housing in the community.
- Generate a minimum of one news story per month from each school and the District (minimum average of one per week) that promote the education of students in Raymond Schools.

Year 4 (2021-22 School Year):

- Review realtor folders/flyers annually and redistribute updated information as needed.
- Positive news stories on social media will increase over the previous year; key staff members at all schools will independently take initiative to promote their schools through stories that promote the accomplishments of students and staff members.

Year 5 (2022-23 School Year):

- Continue to promote innovative programs and accomplishments in the District through news stories and social media posts.
- Continue to partner with Realtors and other community agencies to build awareness and promote the schools.

Goal Statement 2:

The Raymond School District will use technology to centralize information relevant for the community and any members of the public and make it easy to access, readily understandable and appealing to the general public.

Strategies:

Year 1 (2018-19):

- Identify the technology that can be used to index public information to make it 'searchable' by any interested party.
- Outline the method or process that will make this a standard operating procedure.
- Begin implementing the process using current resources.
- Identify the type of individual or amount manpower necessary to support the process, and propose any identified funds during the fiscal year 2020 budget process.

Year 2 (2019-20):

- Routine, outgoing communication from the District and schools intended to inform parents or guardians and/or the public will be archived in a consistently organized fashion and made available on the school or District website in a conspicuous location.

Year 3 (2020-21):

- Improve the accessibility of the District and School based websites, while also enhancing the organization and appeal of the website across the District.
- Create a basic template for teachers to use as a minimum example of a required Google Website for their classrooms.
- Provide professional learning for teachers who will be required to create Google Websites for their classrooms.
- All teachers in the District will create a Google Website, linked to the school's website, to provide information about the classes, supports or services that they conduct or provide.

- Conduct baseline website survey to ascertain the public’s opinion regarding the organization and accessibility of information stored there.

Year 4 (2021-22 School Year):

- All teachers will routinely maintain their Google websites with current information of interest to the public.
- Teacher induction will include training on how to create a Google Website, including a required minimum template.
- The District and School Websites will be consistently maintained with current, relevant information in a format that continues to be highly accessible.
- Conduct a progress survey on the public’s opinion regarding the organization and accessibility of information stored there.

Year 5 (2022-23 School Year):

- Make adjustments to the District website as needed in light of feedback or changing needs of the District, to maintain a high level of accessibility, utility and ease of use.
- Continue the use of Google Websites for professional staff as a routine expectation, and continue to provide strategies to make the sites more appealing and helpful.

Focus Area: Safe and Secure School Environment

Goal Statement 1:

The students of the Raymond School District will be consistently supported by a coordinated system of strategies, programs and protocols designed to protect their safety and well-being while nurturing resilience and the adaptive coping strategies they need to thrive in school and in life.

Strategies:

Year 1 (2018-19):

- Conduct or examine a baseline student survey and data to take steps to strengthen the District-wide campaigns/programs that provide social and emotional support for students (e.g. anti bullying).
- Provide ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training to all staff and students.
- Include budget requirements for expanded programs or campaigns as part of the proposed 2019-20 school budget.

Year 2 (2019-20):

- Expand staff training on staff-student relationship building and positive school culture to high school staff and new hires.
- Examine student data (behavioral and survey) to determine potential impact, gauge the effectiveness of training and/or initiatives and adjust the programs going forward.

Year 3 (2020-21):

- Ongoing training, targeted programming and formal evaluation of effectiveness of programs designed to strengthen student safety and positive school culture while reducing discipline challenges and bullying.
- Conduct planning and preparation to implement a threat assessment model.
- Conduct a thorough review of the District's Comprehensive Guidance Plan and make adjustments where appropriate.
- Engage teachers at all levels in ongoing training related to effective positive behavioral supports as well as increasing awareness of mental health issues among school aged youth.
- Review and improve suicide prevention and response protocols; provide accompanying training for students and staff, and begin community education.
- Engage teachers at all levels in training to learn strategies to promote a positive classroom culture, personal connectedness and social emotional learning.
- Begin training targeted staff in trauma informed schools approaches/philosophy and other related evidenced based models.
- Outline the procedures and systems by which all students with significant cognitive or sensory impairments are instructed, prepared and (if needed) for emergency situations.

Year 4 (2021-22 School Year):

- Begin initial implementation of threat assessment model.
- Fully implement the updated Comprehensive Guidance Plan, incorporating age-appropriate key social-emotional learning education at all levels.

- Expand on employee knowledge and skills related to positive behavioral supports and restructure as needed the systems, processes and staffing patterns that are in place to address student needs more effectively and efficiently.
- Continue to enhance and expand training regarding suicide prevention and suicide related response protocols to families and the community.
- Expand training regarding classroom culture and connectedness to all instructional staff; incorporate basic training/information into induction programs.

Year 5 (2022-23 School Year):

- Continue full and consistent implementation of threat assessment model and recommend adjustments where needed.
- Continue consistent implementation of Comprehensive Guidance Plan and make adjustments where needed.
- Full and consistent implementation of selected strategies to improve classroom culture and connectedness at all levels by all instructional staff (ex. Responsive Classroom, other).

Quick Glossary of Acronyms

ALICE - Alert, Lockdown, Inform, Counter, Evacuate

CBA - Collective Bargaining Agreement

ELO - Extended Learning Opportunity

MTSS - Multi-tiered Systems of Support

PLTW - Project Lead the Way

QPA - Quality Performance Assessment

REA - Raymond Education Association

STEM - Science, Technology, Engineering and Mathematics